



## Content Strand: Statistics and Probability

**Assessment General Capabilities:** Literacy, Numeracy, ICT, Critical and creative thinking, Intercultural understanding

**MAT Cross Curriculum Perspectives:** Australia's Engagement with Asia

Student Name: \_\_\_\_\_

Class: \_\_\_\_\_ Date: \_\_\_\_\_

| Proficiency            | Criteria                                                                                                                                                                  |                                                                                                                             |                                                                                                  |                                                                                                      |                                                                                           |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
|                        | 4                                                                                                                                                                         | 3                                                                                                                           | 2                                                                                                | 1                                                                                                    | 0                                                                                         |
| <b>Understanding</b>   | <b>1a. 4.</b> Both tables clearly set out with accurate percentages.                                                                                                      | <b>1a. 4.</b> Both tables shown with accurate percentages.                                                                  | <b>1a. 4.</b> At least one table clearly set out with accurate percentages.                      | <b>1a. 4.</b> At least one table shown clearly set out with percentages shown.                       | <b>1a. 4.</b> Tables very incomplete or percentages very inaccurate.                      |
| <b>Fluency</b>         | <b>1b. 2. 5.</b> Working out and both graphs clear, accurate and follow correct conventions.                                                                              | <b>1b. 2. 5.</b> Working out and both graphs mostly clear, accurate and follow correct conventions.                         | <b>1b. 2. 5.</b> Working out and both graphs clear and accurate.                                 | <b>1b. 2. 5.</b> Working out and both graphs attempted.                                              | <b>1b. 2. 5.</b> Working out and both graphs clear not attempted.                         |
| <b>Problem Solving</b> | <b>3. 6. 7.</b> All answers correct and based on tables and/or graphs. At least 2 points made for qn 3 and 7.                                                             | <b>3. 6. 7.</b> All answers correct and based on tables and/or graphs. At least 2 points made for qn 7.                     | <b>3. 6. 7.</b> All answers correct. At least 2 points made for qn 7.                            | <b>3. 6. 7.</b> All answers attempted.                                                               | <b>3. 6. 7.</b> Incomplete or very inaccurate answers.                                    |
| <b>Reasoning</b>       | <b>8.</b> Able to explain the advantage of using a percentage over raw figures including when percentages are should be used. Answer supported by examples from the data. | <b>8.</b> Able to explain the advantage of using a percentage over raw figures. Answer supported by examples from the data. | <b>8.</b> Able to give some explanation of the advantage of using a percentage over raw figures. | <b>8.</b> Attempts to give some explanation of the advantage of using a percentage over raw figures. | <b>8.</b> Unable to clearly explain the advantage of using a percentage over raw figures. |

| General capability | Criteria                                                                                 |                                                                              |                                                               |                                                              |                                                                 |
|--------------------|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|---------------------------------------------------------------|--------------------------------------------------------------|-----------------------------------------------------------------|
|                    | 4                                                                                        | 3                                                                            | 2                                                             | 1                                                            | 0                                                               |
| <b>ICT</b>         | <b>2. 4. 5.</b> ICT used effectively to calculate % and to create fully labelled graphs. | <b>2. 4. 5.</b> ICT used to calculate % and to create fully labelled graphs. | <b>2. 4. 5.</b> ICT used to calculate % and to create graphs. | <b>2. 4. 5.</b> ICT used to calculate % or to create graphs. | <b>2. 4. 5.</b> No ICT used to calculate % or to create graphs. |

Teacher Comments:

Extension completed Yes No  
/20

FINAL MARK: